

Transforming Learning, Employability and Entrepreneurship

Iowa Board of Regents

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Agenda: Transforming Learning, Employability and Entrepreneurship

- **Lessons from the Past Fifteen Years**
- **Constructive Disruption and Transformation**
- **Employability and Much More**
- **Entrepreneurship and Innovation**



I. Lessons from the Past Fifteen Years

“We begin with a simple thesis: Technology has proven transformative through its singular capacity to enable us not just to do familiar things better or more efficiently, but to do familiar things differently, and new things that have never before been possible or even imagined.”

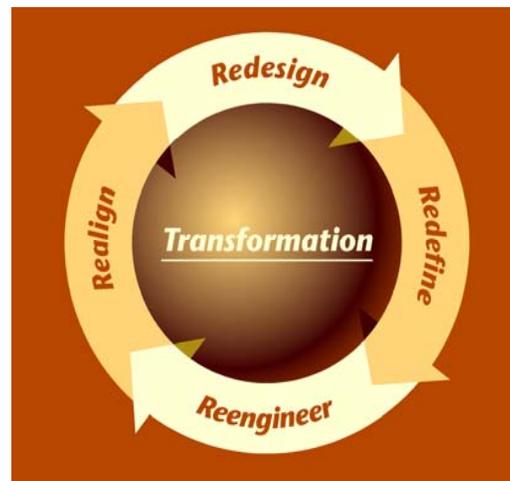
Transforming Higher Education

Donald M. Norris



What Has Happened in Fifteen Years? Let's Examine Conditions in 1995.....

- Christensen, *Disruptive Innovation* (in a “1.0” world)
- Dolence and Norris, *Transforming Higher Education*
- Baumol, “How to Think about Rising College Costs”
- Proving the Worth of e-Learning – Sloan C Consortium
- Rifkin, *The End of Work*
- The Web Cometh



...And Today's Reality

- Christensen - *Disrupting College* – transformed online learning as the agent of disruption (in a “2.0” world)
- Evolving Models of eLearning and Competence Building
 - Transformed, Unbundled Learning, New Business Models - WGU bachelor's degree for \$15,000
 - Kamenetz - *DIY U*, generational debt and DIY learning
 - Web 2.0+ Social Networking + Communities of Practice
- College grad jobs hit by automation and productivity gains, embedded analytics and augmented intelligence



II. Constructive Disruption and Transformation

- Christensen's Findings and Recommendations
- Evolving Models of Learning and Competence Building
- Constructive Disruptors and Traditional Higher Education
- Learning for the New Workforce
- Game-Changing Conditions in the Future



Christensen's Findings and Recommendations

- Disruptive rather than sustaining innovations - sort out the business models
- Eliminate barriers to disruptive innovations - focus on competence-based, actionable assessment, new models
- Focus on online learning as disruptive → Focus on increasing quality and decreasing price
- Apply correct business models and drive disruptive innovations



Evolving Models of Learning and Competence Building

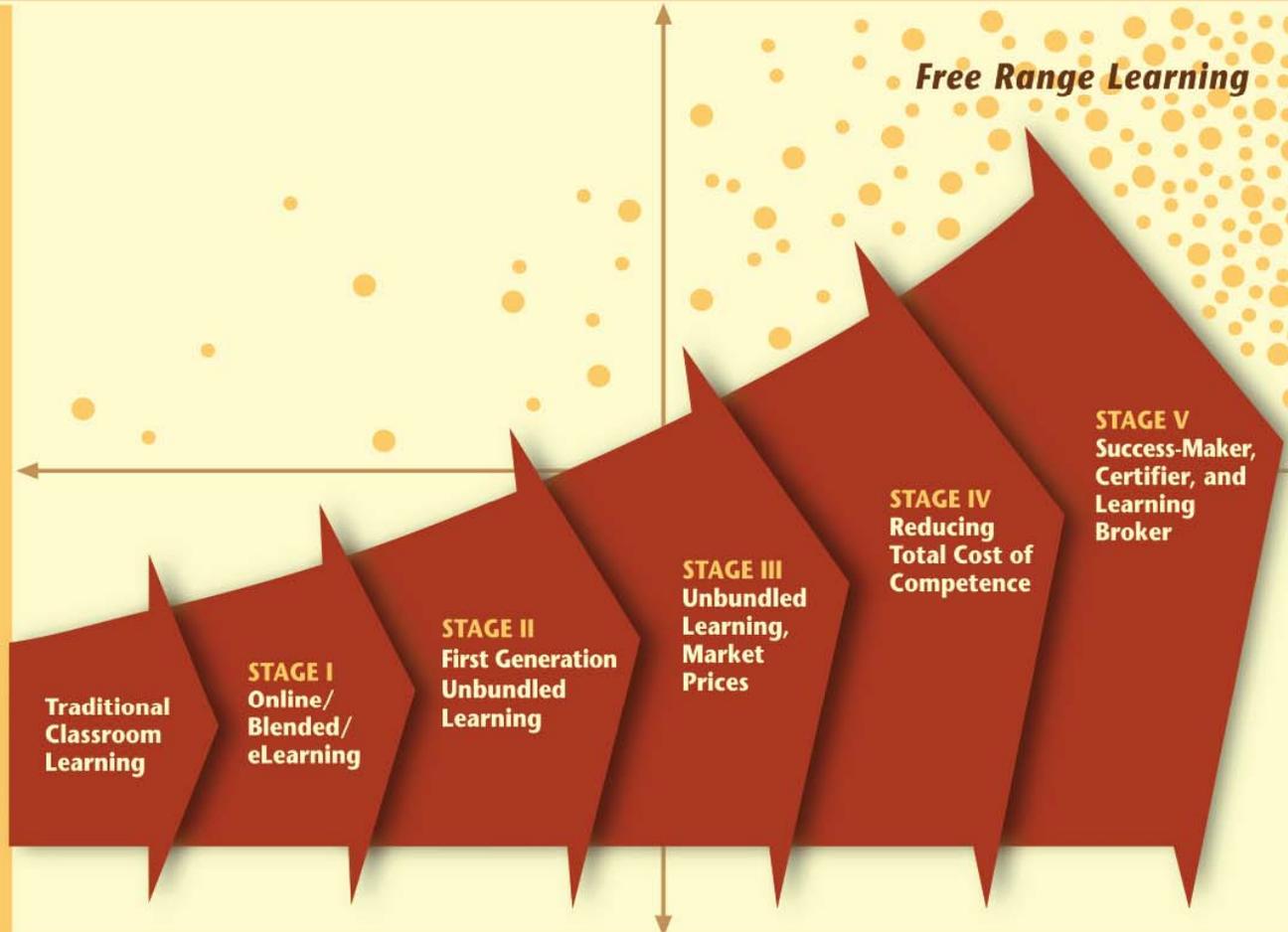
OPEN

Peer-to-Peer, Communities of Practice,
Knowledge Flows, Learning Gaps

Free Range Learning

TRADITIONAL

- Bundled Learning, Assessment, and Certification
- Quality-Focused
- Traditional Faculty Roles
- Traditional Financial Model



TRANSFORMED

- Unbundled
- Value-Focused
- Changed Faculty Roles
- Transformed and Sustainable Financial Models

INSTITUTIONAL-CENTRIC

Class-Based, Knowledge Libraries,
Learning Paths

Constructive Disruptors

- Community Colleges – self-paced, transformed models, K-12
- On-line, transformed business models at market prices
 - For-profit providers
 - WGU
 - Jacksonville College, FHSU, SNHU
- DIY U, Certification of prior learning, knowledge-gap services
- Success-maker services
- Facilitated learner networks, communities of practice



Traditional Higher Education

- Reduced total cost of completion-articulation, bridge, 3-yr
- Improving learner success/value- analytics, NCAT, improve value-add processes, enhance academic productivity
- ICT-based savings – shared services, OER, e-textbooks, leverage cloud computing
- Reshape organizational structures and relationships – reinvent disciplines, centers of excellence, immersive problem- solving experiences
- Narrow and deepen research universities



Learning for the New Workforce

- Actively engaged in research, community problem solving, entrepreneurship, and innovation
- Prepare students for living a good life and for life success during chaotic changes, and demonstrate this capacity
- Institutions must prove they are “success makers,” preparing their graduates for the serious work facing the US of regaining leadership by innovating and creating more value



Game-Changing Conditions in the Future

- Combination of human/machine augmented capacity, embedded analytics in enterprises, personal ubertools
- Shrinking American resources and discerning choice
- Revolutions across the world
- New global services focused on graduate employability and success making in a New Economy



III. Employability and Much More

- What Should an Education Be?
- Coleman on Education-As-Could-Be
- Evolving Views on Education
- Education's Purpose: Employability?
- Life in an ADHD World
- Employability Factors – pre “e”
- Wordle for Employability, 2011



What Should an Education Be?

**“If our job stops short of defining what an education is,
it is hard for me to know where it begins.”**

President Elizabeth Coleman, Bennington College,
*NAIS Annual Conference in Washington, DC, February 25,
2011*



Coleman on Education As-Could-Be

“Imagine what could happen if we do it right. Imagine what will happen if we do not. The stakes could not be higher. You are unlikely to have a viable democracy made up of experts, politicians, zealots, and spectators.”

The question for educators: how do learners become more than ‘spectators’ → ‘self-regulated leaders’?



Evolving Views on Education

**1929: “For a long time all boys were trained to be President. Then for a while we trained them all to be professional men. Now we are training boys to get jobs.”
(sic, ‘Middletown’, Helen & Robert Lynd)**

**2005: “learning how to change the world” and “impress venture capitalists” (Guy Kawasaki,
http://blog.guykawasaki.com/2005/12/the_102030_rule.html#a**



Education's Purpose: Employability?

“Show me an unskilled individual, company or country and I will show you a failure in the 21st century. In the economy ahead, there is only one source of sustainable competitive advantage - skills. Everything else is available to everyone on a more or less equal access basis.

(Thurow, 1994:52, quoted in Keep & Mayhew, 2001, SKOPE, Oxford / Warwick University)



Life in an ADHD World

Everything that matters needs just 10 slides

1. Problem
 2. Your solution
 3. Business model
 4. Underlying magic/technology
 5. Marketing and sales
 6. Competition
 7. Team
 8. Projections and milestones
 9. Status and timeline
 10. Summary and call to action
- (Guy Kawasaki)

Employability Factors – Pre “e”

- 1995 (Association of Graduate Recruiters): ‘self-awareness, self-promotion, exploring and creating opportunities, action planning, networking, matching and decision-making, negotiation, political awareness, coping with uncertainty, development focus, transfer skills and self-confidence’
- 1999 (Yorke): skill at oral communication, handling one’s own work load, team-working, managing others, getting to the heart of problems, critical analysis, summarising and group problem-solving.

Employability Factors – Pre “e” (Continued)

- 2003 (FENIX): knowledge worker skills. Must be able to share views on how best to accomplish the tasks facing them – this means skills in participating effectively in connected communities



Wordle for Employability in 2011



(Using eLearning to enhance employability, to add value to everyday tasks, and for professional updating)

IV. Innovation and Entrepreneurship

- What Is Expected of Higher Education?
- Innovation and Entrepreneurship for Everyone
- Jobs for Everyone
- Case Study: msuENET
- Case Study: PASSIU TM
- Reigniting our Innovation Engine



What Is Expected of Higher Education?

- Employability is only part of the story
- Wider Education, and Innovation
- Research (Blue Sky + Applied), Published Output
- Know-How, Know-What, Technology Transfer
- Identifying Future Needs of Industry and Society

Professor William Keogh, Heriot-Watt University, UK



Innovation and Entrepreneurship for Everyone

- Embedded, immersive problem-solving experiences as part of everyone's educational experiences
- Trans- and multi-disciplinary approaches
- Entrepreneurship for everyone
- Augment knowledge pathways with knowledge communities to fill knowledge gaps, provide know-how, create feedback loops



Jobs for Everyone

- Is chronic unemployment a curse or an opportunity – a call to action?
- Jobs for chaordic times
- From job seekers to opportunity/job makers
- Free agents and work communities
- Social entrepreneurship and civic engagement



Case Study: The MSU Entrepreneurship Network (msuENET)

- msuENET is the nexus for promoting, leveraging, and securing assets for MSU entrepreneurs through communications, collaboration and coordination – US and globally
 - Education – ANR 491 Entrepreneurship certificate program – professional development coursework, service learning, entrepreneurship marketplace, simulation and gaming
 - Ventures – Mentors, capital, professional services, referrals for resources
 - Events – startup weekend, ignite, ICE meetings TedX, speakers
 - Experiences – The Hatch, Gerstacker Awards, Forrest Akers endowment, internship



Case Study: PASSIU™

- A tidal wave of young people in the Middle East – and globally
- Youth unemployment of 25-50%, depending on the country
- PASSIU™ is in its beginning stages
 - Competency-based, different approaches for male graduates, female graduates, entrepreneurs starting businesses
 - Bootcamp-type 20-day program in soft skills, immersive, team-based learning and problem solving
 - International perspective, local relationships with employers and labor market conditions – “glocal”
 - Eventually will be embedded in final year of university experience – and scale



Reigniting our Innovation Engine

- Lance Kenworthy – economic awards go to the few - ***The Great Decoupling***
- Tyler Cowan – the low-hanging fruit are gone - not enough ***quantity*** of innovation - ***The Great Stagnation***
- Umair Haque – not high enough ***quality*** of innovation, need institutional innovation. ***The New Capitalist Manifesto: Building a Disruptively Better Business.***
We are experiencing dumb growth → transfer of wealth from the poor to the rich, young to old, individuals to corporate.



Let the Conversations Continue!

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